

Gagne's Instructional Design

A. The Lesson Topic: Lesson planning for the pre-school level

B. The Learning Scenario:

A group of undergraduate Education students taking up Principles of Teaching are required to develop a lesson plan for pre-school students. Lesson plan formats, lesson samples, and learning competencies for the pre-school level will be provided by the teacher. Rubrics will also be provided as a guide for the students.

The project requires the student to apply previously learned skills and knowledge in basic lesson planning. This prior learning needs to be reactivated in this course through a review. A simple brainstorming at the start of the class would help the students recall the format, material resources, presentation techniques, learning activities, types of assessments, and learning styles of the students that are needed in designing lesson plans.

The teacher will initiate the discussion and presentation after the brainstorming activity. There will be an advance organizer, from Ausubel's Theory of Meaningful Reception Learning, to guide the students regarding the content of their current lesson. A general idea will be presented first before proceeding to specific details according to Ausubel's Progressive Differentiation and Reigeluth's Elaboration Theory.

The students are encouraged to use other Cognitive Information Processing techniques to aid them in memory retention and recall of information such as note taking, mnemonics, idea maps, picture maps, breaking down long learning tasks into segments, and practice lesson planning on pre-school content. In addition, the use of comparison chart, Venn diagram, and organizers would aid them in determining the differences and similarities between the different lesson plan formats provided to them according to the Schema Theory.

The students will also have group work/reporting (cognitive apprenticeship), practices in designing a lesson plan for pre-school (minimalist training), assignments, quizzes, and exams as part of the learning transfer.

The students are guided in developing the lesson plan for pre-school students. They will use varied references such as lesson plan formats, lesson samples, and learning competencies for the pre-school level. They are also encouraged to read further and search for more

references that they can use for the project (cognitive flexibility theory, cases/microworlds/simulations). Moreover, after they have complied with the criteria in lesson planning for pre-school and obtaining approval from the teacher, they are also required to do a mock demo in front of the class. This will check if the lesson plan needs improvement.

C. Target Learning Outcomes:

At the end of this lesson the students should be able to:

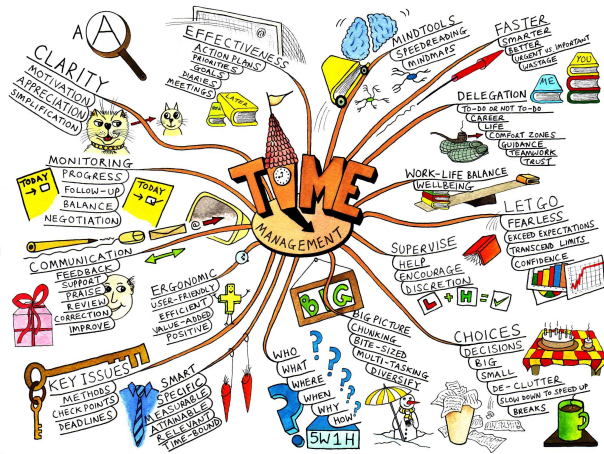
1. List the different parts of a lesson plan for the pre-school level. (Verbal Information)
2. Distinguish the learning competencies for each pre-school level (Level 1, Level 2, and Level 3). (Intellectual Skills)
3. Create one lesson plan for one pre-school level on an assigned subject. Use the samples, learning competencies, notes, and charts as guide. (Cognitive Strategies)
4. Choose one pre-school level for the lesson plan activity. (Attitudes)
5. Perform a teaching demo in front of the class using the approved lesson plan for the pre-school level. (Motor Skills)

D. Instructional Sequence:

1. Gaining attention

Greeting

A brainstorming activity (similar to the image below) at the start of the lesson about lesson plans. This would serve as a review and help the students recall important information about lesson planning.



Give the students the document sets (lesson formats, lesson samples, and learning competencies.)

2. Informing learners of the objectives

Give the students the instructions and lesson objectives. Inform the students that they will choose one pre-school level for the lesson planning activity.

<p>3. Stimulating recall of prior learning</p>	<p>Review the students what they know about lesson planning. Use the brainstorming activity to recall the format, material resources, presentation techniques, learning activities, types of assessments, and learning styles of the students that are needed in designing lesson plans.</p>
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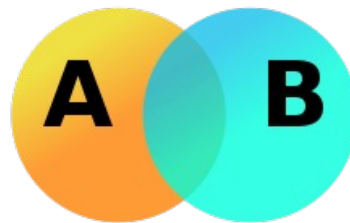
4. Presenting the content

Ask students if they also know how to create a lesson plan for the pre-school level.

Use an advance organizer to preview the contents of the documents provided to the students. Briefly go over the documents one by one.

Ask the students how the documents can be organized to determine the differences and similarities between the different lesson plan formats, learning competencies for each level, and lesson plan samples. Suggest to students to use a comparison chart and Venn diagram if no one can answer. The teacher will provide a demonstration on how to use the chart and diagram. The teacher will provide three to five examples on how to enter data. The students will continue to finish this activity.

Venn



Diagram

Ask the students to discuss, compare, and contrast.

5. Providing “learning guidance”	<p>Group activity will be given.</p> <p>The teacher will provide a demonstration on how to create a lesson plan for the pre-school level. Remind students of the criteria.</p>
6. Eliciting performance	<p>Ask the students to draft one lesson plan on one subject and pre-school level. Use the comparison chart, Venn diagram, and lesson samples as guide.</p>
7. Providing feedback	<p>Quizzes will be given to check understanding.</p> <p>The students will submit their lesson plans to the teacher. Each student will be given feedback by the teacher if the submitted lesson plan has complied with the criteria or needs improvement. Use Rubrics to assess the lesson plan for the pre-school level.</p> <p>Teaching demo in front of the class for a student with approved lesson plan.</p>
8. Assessing performance	<p>Final exam</p>
9. Enhancing retention and transfer	<p>Ask the students to create one more lesson plan for the pre-school level (assignment) in another subject.</p>

References:

Arinto, P. (2010). Learning Theories and Instructional Design in DE: Modules 4 and 5. UPOU

Driscoll, Marcy P. (2005). Psychology of Learning for Instruction, Third Edition. MA: Pearson Education, Inc.

Skowron, Janice (2006). *Powerful Lesson Planning, Second Edition*. CA: Corwin Press